ACHIEVEMENT MOTIVATION OF TRIBAL AND NON-TRIBAL SECONDARY STUDENTS IN RELATION TO PARENTAL SUPPORT AND SOCIO-EMOTIONAL CLIMATE OF SCHOOL

A Synopsis

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CHAPTER I
INTRODUCTION

A flower cannot bloom unless there is support of nature around it. Every child being a flower needs such an environment at home. The home plays an important role in the all-around development of children. Parental support at home and a good socio-emotional climate of the school puts a positive impact on building the self-confidence and all around development of the children. The home which provides a free and fearless atmosphere, encouragement and recognitions of each and every small attempt of the child ultimately ensures a good mental health and which in turn helps to bring the all around development of the child. Main concern of the education is to develop the capacity among the children for adjusting in home, school and in society. Schools are the major places which affect the development of the learner. In the lack of guidance the functioning of educational process itself may become a source of stress and strain for the students. If parents and families have provided a warm and loving environment for their child by encouraging independence, fostering learning daily, and telling the child how special they are chances are that a child will not lack self-confidence and their development takes place smoothly.

I.1 CONCEPT OF ACHIEVEMENT MOTIVATION

Achievement motivation is an important determinant of aspiration, effort and persistence. When an individual expects that his performance will be evaluated in relation to some standard of excellence, such behavior is achievement oriented. There is a universal tendency in man to strive, to excel and succeed and to win and go ahead of others. This tendency can be called the self assertion

or the motive to achieve. The word achievement motivation is made up of two different words, one is Achievement which means the total gain, and level of success attained by an individual or group on the completion of a task whatever it be academic, mental, personal or social, and the 2nd is Motivation which means a process of arousing, sustaining and regulating activity. Achievement motivation can, therefore, be defined as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail. **Heckhausen (1967).**

Dweck & Elliott (1983) "Achievement motivation consists of a varied and complex set of assumptions, assessments, predictions, inferences, values, standards, and affective reactions that may be irrational, inaccurate, and contradictory".

I.2 CONCEPT OF PARENTAL SUPPORT

Parental support refers to assistance given to children to ease mental stress and unhappiness. This is one of the fundamental ways in which parents provide support to children. However the manner in which they do this varies depending upon the child's physical and psychological capacities and on the parent's care giving abilities. Parental support is a way of maintaining physical and psychological closeness between child and parents. It is said that parents are ultimately responsible for helping children becoming independent and for creating a family environment that helps them developing the ability to be flexible in different surroundings. For these reasons parental support is vital not only to individual children's but also to society at large. When parents use positive means to motivate and guide children become better family members,

better social partners, and better citizens. Parental support is the interaction between parents and their children includes positive behavior such as interest, support, open communication and parent child connectedness which help children to be autonomous and successful in shaping their own lives. **Way and Rossman (1997).**

Nandawana and Asawa (2006) "stated parental support is one of the most important contributions, which parent can make to the adolescents development. Greater the parental support Greater will be the social competency (self esteem, moral behavior, academic and vocational achievement). Support can be shown in several ways such as physical affection, companionship and sustained contact".

I.3 CONCEPT OF SOCIO-EMOTIONAL CLIMATE OF SCHOOL

Socio-emotional climate in educational institution is a bridging concept between pupils and the school in which they study and is the perception of structure, process and values by the students, satisfaction and behavior in a particular schooling system to which they belong. Socio-emotional environment is a factor which is responsible for variation in adolescent's personality, emotions and relationship with others. The term socio-emotional climate represents the emotional tone, which is a concomitant of interpersonal interaction of any organizational system. It is now an established fact that socio emotional climate affects all types of activities and is useful construct for planning, predicting, modifying and evaluating the various organization systems. It is related to their task, achievement, satisfaction and behavior in a particular schooling system to which they belong.

I.4 STATEMENT OF THE PROBLEM

ACHIEVEMENT MOTIVATION OF TRIBAL AND NON-TRIBAL SECONDARY STUDENTS IN RELATION TO PARENTAL SUPPORT AND SOCIO-EMOTIONAL CLIMATE OF SCHOOL

I.5 NEED AND SIGNIFICANCE OF THE STUDY

Motivation is an important factor in everyday life. Our basic behaviors and feelings are affected by our inner drive to succeed over life's challenges while we set goals for ourselves. Our motivation also promotes our feelings of competence and self-worth as we achieve our goals. To achieve the goal individuals has to overcome the barrier in midway and so for this he require confidence in him/her self along with this he may also need some sort of assistance from others. Same happens in student's life, they need parental support at home and teacher's support in schools to get success in their life. Many of the researches has been separately conducted on topics like achievement motivation, socio-emotional climate of school, there has yet to be determined the overall impact of parental support and socio-emotional climate of school on achievement motivation.

The results from the study can help to understand the different kinds of parental support to the students residing in different kind of locality. The researcher believes that the present study will encourage the parents of secondary school students to introspect to find out whether they encourage their children effectively. The researcher therefore feels that the parents will be convinced to improve their home climate and give additional inputs to their children to do better in academics. The researcher feels that the students of Chamba district

who is facing a dilemma of having the lowest literacy rate since its formation in 1948 , it is seen that the parental support at home and school climate in different schools is not that much conducive. This may be because of the reason that the parents are not that much educated to look after the education of their children and most of them remains busy whole the day to earn their livelihood. Such situation of the district encouraged the investigator to study the achievement motivation of secondary school students in this particular district. In the present time students face a number of problems and hurdles in their schools with respect to their relationship with peers and teachers. So it is important to study the effect of socio-emotional climate of school. The results from the study can help to understand the different kind of socio-emotional climate in different kind of schools in Chamba district. The researcher feels the necessity to study the socio-emotional climate because to know to what extent the socio-emotional climate of the schools affects the achievement motivation of secondary school students. The findings will show whether more emphasis should be placed on a better socio-emotional climate in schools. The outcome of the study can change the view of parental involvement significantly.

I.6 OBJECTIVES OF THE STUDY

1) To construct and standardize Parental Support Scale for school students.

2) To study and compare achievement motivation of tribal secondary students with respect to: (i) gender, (ii) dimension-wise / overall parental support.

3) To study double interaction effect of gender and dimension-wise / overall parental support on achievement motivation of tribal secondary students.

4) To study and compare achievement motivation of non-tribal secondary students with respect to: (i) gender, (ii) dimension-wise / overall parental support.

5) To study double interaction effect of gender and dimension-wise / overall parental support on achievement motivation of non-tribal secondary students.

6) To study and compare achievement motivation of secondary students with respect to: (i) gender, (ii) dimension-wise / overall parental support, (iii) social category.

7) To study double and triple interaction effect of gender, dimension-wise / overall parental support and social category on achievement motivation of secondary students.

8) To study and compare achievement motivation of tribal secondary students with respect to: (i) gender, (ii) social / emotional / socio-emotional climate of school.

9) To study double interaction effect of gender and social / emotional / socio-emotional climate of school on achievement motivation of tribal secondary students.

10) To study and compare achievement motivation of non-tribal secondary students with respect to: (i) gender, (ii) social / emotional / socio-emotional climate of school.

11) To study double interaction effect of gender and social / emotional / socio-emotional climate of school on achievement motivation of non-tribal secondary students.

12) To study and compare achievement motivation of secondary students with respect to: (i) gender, (ii) social / emotional / socio-emotional climate of school, (iii) social category.

13) To study double and triple interaction effect of gender, social / emotional / socio-emotional climate of school and social category on achievement motivation of secondary students.

I.7 HYPOTHESES OF THE STUDY

1) There will be no significant difference in the achievement motivation of tribal secondary students with respect to: (i) gender, (ii) dimension-wise / overall parental support.

2) There will be no significant interaction effect of gender and dimension-wise / overall parental support on achievement motivation of tribal secondary students.

3) There will be no significant difference in the achievement motivation of non-tribal secondary students with respect to: (i) gender, (ii) dimension-wise / overall parental support.

4) There will be no significant interaction effect of gender and dimension-wise / overall parental support on achievement motivation of non-tribal secondary students.

5) There will be no significant difference in the achievement motivation of secondary students with respect to: (i) gender, (ii) dimension-wise / overall parental support, (iii) social category.

6) There will be no significant double and triple interaction effect of gender, dimension-wise / overall parental support and social category on achievement motivation of secondary students.

7) There will be no significant difference in the achievement motivation of tribal secondary students with respect to: (i) gender, (ii) social / emotional and socio-emotional climate of school.

8) There will be no significant interaction effect of gender and social / emotional / socio-emotional climate of school on achievement motivation of tribal secondary students.

9) There will be no significant difference in the achievement motivation of tribal secondary students with respect to: (i) gender, (ii) social / emotional / socio-emotional climate of school.

10) There will be no significant interaction effect of gender and social / emotional / socio-emotional climate of school on achievement motivation of non-tribal secondary students.

11) There will be no significant difference in the achievement motivation of tribal secondary students with respect to: (i) gender, (ii) social / emotional / socio-emotional climate of school, (iii) social category.

12) There will be no significant double and triple interaction in achievement motivation of secondary students with respect to gender, social / emotional / socio-emotional climate of school and social category.

I.8 DELIMITATIONS OF THE STUDY

The present study will be delimited in the following aspects:

1) The study will be restricted to Chamba District of Himachal Pradesh only.

2) The study will be restricted to secondary school students studying in government schools situated in tribal and non-tribal areas of the district only.

3) The study will be delimited to 9^{th} and 10^{th} class students only.

4) The study will be restricted to only 1200 (600 of each gender) secondary students of the district.

I.9 OPERATIONAL DEFINITIONS OF KEY TERMS USED

Achievement Motivation: It refers as the striving to increase or to keep as high as possible, one's own capabilities in all activities in which a standard of excellence is thought to apply and where the execution of such activities can, therefore either succeed or fail.

Parental Support: It refers to the interaction between parents and their children, includes positive behavior such as interest, support, open communication and parent child connectedness which help children to be autonomous and successful in shaping their own lives.

Socio-Emotional Climate of School: It refers to social and emotional climate of the school as perceived by the school students. It is related to their task, achievement, satisfaction and behavior in a particular schooling system to which they belong.

Secondary Students: This term refers to the school students studying in 9^{th} and 10^{th} classes of secondary schools of Himachal Pradesh.

Social Category: This term refers to the two categories of the school students i.e. tribal and non-tribal students.

Tribal Students: This term refers to the school students belonging to the Scheduled Tribes as notified by Himachal Pradesh state government.

Non-Tribal Students: This term refers to the school students coming from different open castes residing in non-tribal areas of the district.

CHAPTER II

REVIEW OF RELATED LITERATURE

Abrol (1997) studied achievement motivation in relation to intelligence, vocational interest, achievement, sex and socio-economic status and found that boys tend to have higher achievement motivation than girls. Further it was also claimed that socio-economic status and family effect achievement motivation.

Taruna (2001) in a study of impact of family environment of school performance of elementary school children found school performance of elementary school children was positively related with parent's perception of overall family environment.

Kumari Vandana (2002) found that Navodyavidyalas and govt. school do not differ significantly with regard to their socio-emotional climate of school as perceived by the student.

Moore and Zaff (2002) in a study building a better teenager: A summary of "what works" in adolescents development found that adolescents who had warm, involved and active relationship with their parents did well in school, were academically motivated, and had better skills that help in making wise choices.

Weishler (2002) studied the effect of various types of parental involvement on student motivation and achievement. Results of the study showed that parental involvement did not exhibit a great effect on student achievement. Parental involvement and motivation were also correlated using a multivariate background regression analysis. Parental involvement was found to have a greater correlation with student's motivation especially with 9^{th} graders.

Bean, Bush, McKenry and Wilson (2003) in a study of impact of parental support, behavioural control, and psychological control on the academic achievement and self-esteem of African-American and European-American adolescents indicated that supportive behavior of African-American mother towards their adolescent's children positively predicted both self-esteem and academic achievement.

Rani and Kaushik (2005) In a comparative study of achievement motivation, home environment and parent–child relationship of adolescents found achievement motivation was positively correlated with child's perception of parenting as demanding, loving, protecting, and rewarding and negatively correlated with indifferent, neglecting, rejecting and punishing parenting-child relationship.

Nanda and Sidhu (2009) in a study of the impact of parental encouragement on mental health of adolescents found a significant difference in the mean score of parental encouragement among adolescents of schools of Ludhiana district with respect to habitation. He further found significant difference in the mean scores of parental encouragement of adolescents of Ludhiana district with respect to sex. No significant difference in mean score the mental health among adolescents with respect to locale. The study also indicated that there was no significant relationship between parental encouragement and mental health among adolescents of schools of Ludhiana district.

Kumar (2010) in a study of parenting and role of parental support in adolescents stress concluded many of the stresses were interdependent. If the different components of support (particular emotional support, information support and appraisal support) were adequately provided by parents and / or

significant others in the family, the adolescents could surmount many of their stressors.

Ahmad (2012) in a study of impact of socio-emotional school environment on academic achievement of teenager -boys revealed that (1) there is a significant difference between academic achievement of teenager-boys studying in aided and private higher secondary schools.(2) There is a significant relation between academic achievement and socio-emotional school environment of aided higher secondary teenager-boys.

CHAPTER III

METHODOLOGY OF STUDY

III.1 RESEARCH METHOD: In order to accomplish the objectives of the present study, the descriptive survey method of research will be used by the investigator.

III.2 POPULATION: A population refers to any collection of specified group of human being or of non human entities such as objects, educational institutions, time units, and geographical areas, prices of wheat or salaries drawn by individuals. In the present study all the school students studying in secondary schools of different district of Himachal Pradesh will be considered as population.

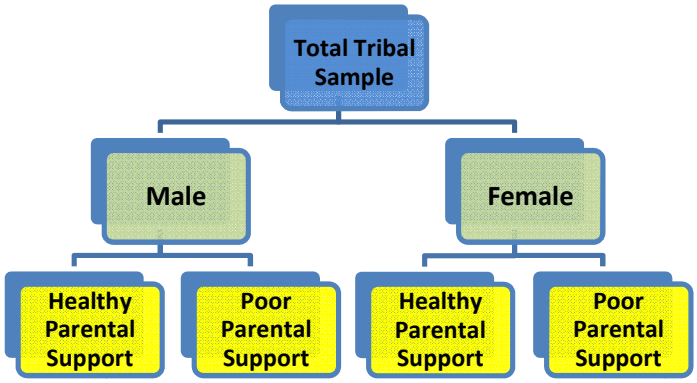
III.3 SAMPLE: The representative proportion of the population is called a sample. In the present study 1200 (600 boys and 600 girls) secondary school students will be taken as sample.

III.4 SAMPLING: It is a process by which a relatively small number of individuals or measures of individuals, objects and events are selected and analyzed in order to find out something about entire population. In the present

study initially random sampling (Lottery Method) technique will be used to select the schools from the district and then from each school the school students will be selected by using convenient sampling.

III.5 LAYOUTS OF THE RESEARCH DESIGNS

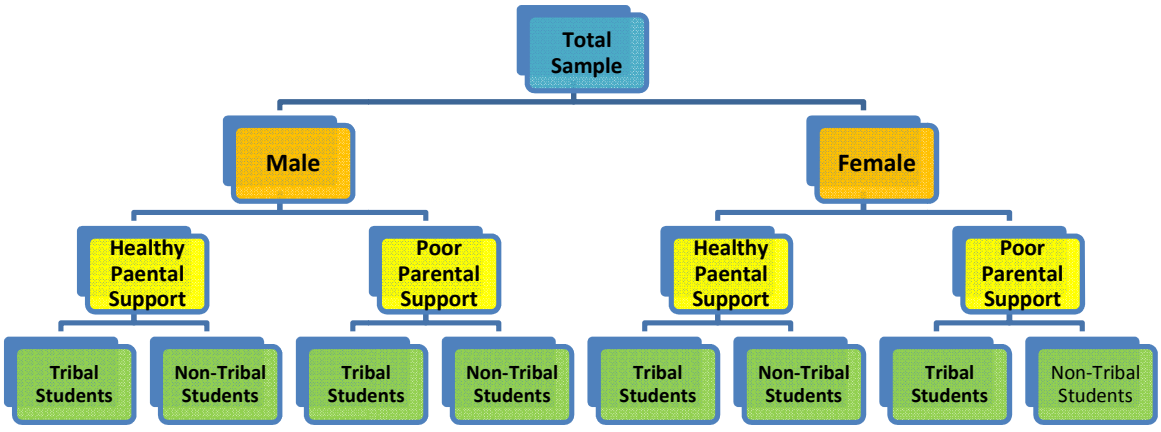
(I) Design for the Parental Support as well as Socio-Emotional Climate of School for Tribal Secondary Students.



2 X 2 Factorial Design

The same design will be followed for the sample of non-tribal students for parental support and socio-emotional climate of the school.

(II) Design for the Parental Support of the Total Sample



2 X 2 X 2 Factorial Design

The same design will be followed for socio-emotional climate of school for the total sample

III.6 TOOLS TO BE USED

For data collection the investigator will use following tools:

Achievement Motivation Scale: The investigator will use Hindi version of Achievement Motivation Scale developed and standardized by Deo, P. and Mohan, A.

Parental Support Scale: The investigator will develop and standardize Parental Support Scale (Student Form). The scale will consist of three dimensions i.e. Parental Interest, Parental Behavior, and Resource Provisions.

Socio-Emotional School Climate Inventory: The investigator will use a standardized Socio-Emotional School Climate Inventory developed by Sinha, R.K. and Bhargva, R.

III.7 STATISTICAL TECHNIQUES TO BE USED

For analysis of data the 'Analysis of Variance' (2X2 as well as 2X2X2 Factorial designs) will be used. 't' test will also be used where necessary.

CHAPTER IV

ANALYSIS AND INTERPRETATION OF DATA

CHAPTER V

SUMMARY, CONCLUSIONS, EDUCATIONAL IMPLICATIONS AND SUGESSIONS FOR FURTHER RESEARCH

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APPENDICES